

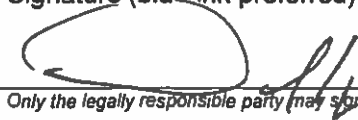
# Texas Education Agency Standard Application System (SAS)

| <b>2017–2018 Perkins Reserve Grant</b>           |   |                   |   |   |
|--|---|-------------------|---|---|
| <b>Program authority:</b>                        | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)  |                   |   | <b>FOR TEA USE ONLY</b><br>Write NOGA ID here:  |
| <b>Grant Period:</b>                             | November 13, 2017, to August 31, 2018   |                   |   | <div style="writing-mode: vertical-rl; transform: rotate(180deg);">           RECEIVED<br/>           TEXAS EDUCATION AGENCY<br/>           2017 OCT 26 PM 1:29<br/>           DOCUMENT CONTROL CENTER         </div> |
| <b>Application deadline:</b>                     | 5:00 p.m. Central Time, September 26, 2017  |                   |   |   |
| <b>Submittal information:</b>                    | One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:<br><br>Document Control Center, Grants Administration Division<br>Texas Education Agency, 1701 North Congress Ave.<br>Austin, TX 78701-1494 |                   |   |   |
| <b>Contact information:</b>                      | Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060  |                   |   |   |
| <b>Schedule #1—General Information</b>           |   |                   |   |   |
| <b>Part 1: Applicant Information</b>             |   |                   |   |   |
| Organization name                                |   | County-District # |   | Amendment #   |
| Pharr-San Juan-Alamo Independent School District |   | 108909            |   |   |
| Vendor ID #                                      |   | ESC Region #      |   |   |
| 74-6001-8769                                     |   | 1                 |   |   |
| Mailing address                                  |   |                   | City                                    | State ZIP Code  |
| 601 E. Kelly                                     |   |                   | Pharr                                   | TX 78577  |
| <b>Primary Contact</b>                           |   |                   |   |   |
| First name                                       | M.I.  | Last name         | Title                                   |   |
| Daniel   | P.  | King              | Superintendent                          |   |
| Telephone #                                      | Email address   |                   | FAX #                                   |   |
| 956-354-2000                                     | <a href="mailto:drking@psjaids.us">drking@psjaids.us</a>  |                   | 956-354-3000                            |   |
| <b>Secondary Contact</b>                         |   |                   |   |   |
| First name                                       | M.I.  | Last name         | Title                                   |   |
| Griselda   |   | Quintanilla       | Career and Technical Education Director |   |
| Telephone #                                      | Email address   |                   | FAX #                                   |   |
| 956-354-2210                                     | <a href="mailto:griselda.quintanilla@psjaids.us">griselda.quintanilla@psjaids.us</a>  |                   | 956-354-3032                            |   |
| <b>Part 2: Certification and Incorporation</b>   |   |                   |   |   |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

|                                |   |                   |                                    |
|--------------------------------|---|-------------------|------------------------------------|
| First name<br>Daniel           | M.I.<br>P.  | Last name<br>King | Title<br>Superintendent of Schools |
| Telephone #<br>956-354-2000    | Email address<br><a href="mailto:drking@psjaids.us">drking@psjaids.us</a> |                   | FAX #<br>956-354-3000              |
| Signature (blue ink preferred) |   | Date signed       |                                    |



Only the legally responsible party may sign this application.

# Texas Education Agency Standard Application System (SAS)

| <b>2017–2018 Perkins Reserve Grant</b> |  |   |
|--|--|---|
| <b>Program authority:</b>              | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)   | <b>FOR TEA USE ONLY</b><br><small>Write NOGA ID here:</small> |
| <b>Grant Period:</b>                   | November 13, 2017, to August 31, 2018  | Place date stamp here   |
| <b>Application deadline:</b>           | 5:00 p.m. Central Time, September 26, 2017   |   |
| <b>Submittal information:</b>          | <p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division<br/>Texas Education Agency, 1701 North Congress Ave.<br/>Austin, TX 78701-1494</p> |   |
| <b>Contact information:</b>            | Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060   |   |

## Schedule #1—General Information

| <b>Part 1: Applicant Information</b>             |                                 |              |   |  |
|--|---------------------------------|--------------|---|--|
| Organization name                                | County-District #               |              | Amendment #                             |  |
| Pharr-San Juan-Alamo Independent School District | 108909                          |              |   |  |
| Vendor ID #                                      | ESC Region #                    |              |   |  |
| 74-6001-8769                                     | 1                               |              |   |  |
| Mailing address                                  | City                            | State        | ZIP Code                                |  |
| 601 E. Kelly                                     | Pharr                           | TX           | 78577                                   |  |
| <b>Primary Contact</b>                           |                                 |              |   |  |
| First name                                       | M.I.                            | Last name    | Title                                   |  |
| Daniel   | P.                              | King         | Superintendent                          |  |
| Telephone #                                      | Email address                   | FAX #        |   |  |
| 956-354-2000                                     | drking@psjaids.us               | 956-354-3000 |   |  |
| <b>Secondary Contact</b>                         |                                 |              |   |  |
| First name                                       | M.I.                            | Last name    | Title                                   |  |
| Griselda   |                                 | Quintanilla  | Career and Technical Education Director |  |
| Telephone #                                      | Email address                   | FAX #        |   |  |
| 956-354-2210                                     | griselda.quintanilla@psjaids.us | 956-354-3032 |   |  |
| <b>Part 2: Certification and Incorporation</b>   |                                 |              |   |  |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

|                                |                   |           |                |
|--------------------------------|-------------------|-----------|----------------|
| First name                     | M.I.              | Last name | Title          |
| Daniel                         | P.                | King      | Superintendent |
| Telephone #                    | Email address     |           | FAX #          |
| 956-354-2000                   | drking@psjaids.us |           | 956-354-3000   |
| Signature (blue ink preferred) |                   |           | Date signed    |

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name   | Application Type                           |                                     |
|------------|---|--|-------------------------------------|
|            |   | New  | Amended                             |
| 1          | General Information   | <input checked="" type="checkbox"/>        | <input checked="" type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances          | <input checked="" type="checkbox"/>        | N/A                                 |
| 4          | Request for Amendment                                       | N/A  | <input checked="" type="checkbox"/> |
| 5          | Program Executive Summary                                   | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 6          | Program Budget Summary                                      | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 7          | Payroll Costs (6100)  | See Important Note For Competitive Grants* | <input type="checkbox"/>            |
| 8          | Professional and Contracted Services (6200)                 |  | <input type="checkbox"/>            |
| 9          | Supplies and Materials (6300)                               |  | <input type="checkbox"/>            |
| 10         | Other Operating Costs (6400)                                |  | <input type="checkbox"/>            |
| 11         | Capital Outlay (6600)                                       |  | <input type="checkbox"/>            |
| 12         | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 13         | Needs Assessment  | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 14         | Management Plan   | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 15         | Project Evaluation  | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 17         | Responses to TEA Requirements                               | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 18         | Equitable Access and Participation                          | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| #   | Applicant Type                              | Name of Required Fiscal-Related Attachment         |
|---|---|--|
| No fiscal-related attachments are required for this grant.  |   |  |
| #   | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. |   |  |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X                                   | Acceptance and Compliance   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant.   |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.  |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements. |

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #  | Provision/Assurance   |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3. | The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.  |
| 4. | The applicant assures that its ability is to meet the 20% match requirement.  |
| 5. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.   |
| 6. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).   |
| 7. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).  |

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

|    |                                     |                          | A   | B                 | C               | D                  |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| #  | Schedule #                          | Class/<br>Object<br>Code | Grand Total from<br>Previously<br>Approved Budget | Amount<br>Deleted | Amount<br>Added | New Grand<br>Total |
| 1. | Schedule #7: Payroll                | 6100                     | \$  | \$                | \$              | \$                 |
| 2. | Schedule #8: Contracted Services    | 6200                     | \$  | \$                | \$              | \$                 |
| 3. | Schedule #9: Supplies and Materials | 6300                     | \$  | \$                | \$              | \$                 |
| 4. | Schedule #10: Other Operating Costs | 6400                     | \$  | \$                | \$              | \$                 |
| 5. | Schedule #11: Capital Outlay        | 6600                     | \$  | \$                | \$              | \$                 |
| 6. | Total costs:                        |                          | \$  | \$                | \$              | \$                 |

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|   |                      |
|---|----------------------|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1.     |                          |                       |                   |
| 2.     |                          |                       |                   |
| 3.     |                          |                       |                   |
| 4.     |                          |                       |                   |
| 5.     |                          |                       |                   |
| 6.     |                          |                       |                   |
| 7.     |                          |                       |                   |

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☒ Focus Area 4: Testing Site/Licensed Instructor

Establishing our school district as an **approved testing site** is a proposal presented by Pharr-San Juan-Alamo Independent School District (PSJA ISD), to address the U.S. Department of Education (USDOE) FY17 call for proposals **Perkins Reserve Grant**. The program's narrative below describes the plan that will be followed to respond to the competitive eligibility requirements for *Focus Area 4: Becoming an approved testing site for specific industry certifications related to an end program of study in CTE*. PSJA ISD's Career and Technical Education (CTE) program currently provides numerous opportunities of study that are listed in the program guidelines "Appendix A: Allowable Site License / Instructor certifications". All of PSJA ISD's CTE programs that are industry certification programs are listed as student capstone industry certifications aligned to a TEA-promoted program of study and is transferable to a postsecondary program as per the program guidelines. The CTE program prides itself in providing comprehensive instruction that aligns post-secondary education with curriculum pathways in various career concentrations. By empowering students to explore a wide range of high-skill, high-wage, and high-demand professions, CTE is investing in the future economic prosperity of its students and the community at large. PSJA ISD is requesting \$10,000 to support the certification fees and licensing required to operate as a licensed testing center administering certificate programs.

Pharr-San Juan-Alamo Independent School District is the second largest school district in Hidalgo County. Hidalgo County is at the center of the Rio Grande Valley, has a population of 806,447 and is projected to be the fastest growing county in the United States with the greatest number of substandard housing or colonias in the nation. Hidalgo County's population has 33.5 percent that live in poverty and 45.5 percent are poor children living in poverty. PSJA ISD has 43 Title I Schools with a student enrollment of 32,593 students. In 2015-2016, the Texas Academic Performance Report demographics include a Hispanic population of 99 percent, an economically disadvantaged population of 87.7 percent, an at risk population of 78.1 percent and English Language Learners (ELL) at 43.7%. These demographics are far below state of Texas and Hidalgo Counties averages, however, PSJA ISD officials are committed to closing the gap in education by providing high needs and underserved students with access to educational opportunities by creating a culture of college and career readiness that leads to 21st century post-secondary success. This commitment has become the district's mission to connect every student to college and/or a career of their choice by having all eight high schools designated Early College by the Texas Education Agency.

PSJA ISD has a district-wide dual enrollment program with eight secondary campuses designated as an Early College High School. At PSJA ISD, our students are provided an opportunity to enroll in college courses either taught at their own high school campus by certified instructors or traveling to our local South Texas College to take courses while still in high school. Dual Credit students can earn up to 60 college credit hours toward an Associate's Degree from South Texas College before graduating from high school without having to pay for tuition or books saving them and their parents money. All PSJA ISD students are also provided an opportunity to earn an industry certification in an area of their choice as well. The success of this endeavor has been able to counteract the poverty levels in the county by increasing students' chances of obtaining higher level paying jobs. In 2014-2015, 92.1 percent of students completed a coherent sequence of courses that lead to business or industry certifications or licenses, this was an improvement of 29.90 percent from the previous year. PSJA ISD has rapidly become a state and national leader in creating more academic opportunities for all students and is focused on graduating all students College Ready, College Connected and College Complete. It includes a model for dropout prevention strategies and has a very successful Early College program. Currently, there are approximately 3,000 high school students enrolled in college courses this fall through dual and concurrent enrollment programs, and according to the Carl D. Perkins – Title I, Part C code 2, 4000 students are

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By TEA staff person:



**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Currently, there are approximately 3,000 high school students enrolled in college courses this fall through dual and concurrent enrollment programs, and according to the Carl D. Perkins – Title I, Part C code 2, 4000 students are CTE concentrators.

In order to provide our growing number of CTE students with access to certifications and qualifications that develop their skills and knowledge, the **PSJA ISD Pearson VUE testing center** will be a universally designated testing environment that supports the accommodation of all learners. PSJA ISD will establish a partnership with the official Pearson VUE organization. Pearson VUE (Virtual University Enterprise) is the world's largest learning company with state-of-the-art technology. As an established authorized testing center, PSJA ISD will be able to provide computerized testing for our students to take the TSI and hundreds of other tests that align to our CTE training courses (per programs of study in Appendix A). The center will also be an established full Instructor-led training center.

A Pearson VUE system will provide the district with speed, reliability and a cost-effective internet system that registers our students, downloads exams and transmits their results with a press of a button. Becoming an authorized testing center will allow PSJA ISD to be a full-service training and testing facility for our students. Establishing a testing center with an advanced registration and scheduling system will also allow PSJA ISD to manage our own testing center hours, and utilize our own staff as resources to provide our students with scheduling flexibility. The testing center will have a highly secure testing environment with an enhanced security protocol kit, which includes digital cameras, a signature pad, and other security –related equipment and information. The testing center will be designed to support all students of ability or disability.

**As an established State and District testing center our district can:** (1) Establish student performance baselines using testing scores, (2) Make informed curriculum decisions and create data-driven intervention strategies, and (3) Strengthen advising programs using testing results data, (3) Licences/Certified Instructors will be authorized to teach CTE certified programs and operate an in-house testing center, They will manage the on site testing lab and as authorized as certified Pearson VUE proctor and administer exams.

**As an established State and District testing center our students can:** (1) Feel less stress due to testing during the school day in a familiar environment, (2) Check off a major part of the college application process (ACT/SAT TSI etc..), (3) Build confidence in their skills and knowledge to determine areas that need improvement, (4) Receive personalized information to explore future college and career decisions based on their strengths and interests., (5) Use scores for financial aid and scholarships, (6) Provide information to identify college admissions and scholarship opportunities, and (7) Acquire Industry Certifications online.

PSJA ISD has rapidly become a state and national leader in creating more academic opportunities for all students and is focused on graduating all students College Ready, College Connected and College Complete. By empowering students to explore a wide range of high-skill, high-wage, and high-demand professions, CTE is investing in the future economic prosperity of its students and the community at large.

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**Schedule #6—Program Budget Summary**

|  |                                    |
|--|------------------------------------|
| County-district number or vendor ID: 108909  | Amendment # (for amendments only): |
| Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1) |                                    |
| Grant period: November 13, 2017, to August 31, 2018  | Fund code: 244                     |

**Budget Summary**

| Schedule #  | Title  | Class/<br>Object<br>Code | Program<br>Cost | Admin Cost    | Total<br>Budgeted<br>Cost | Match          |
|---|--|--------------------------|-----------------|---------------|---------------------------|----------------|
| Schedule #7   | Payroll Costs (6100)                           | 6100                     | \$10,000        | \$0.00        | \$10,000                  | \$0.00         |
| Schedule #8   | Professional and Contracted<br>Services (6200) | 6200                     | \$0.00          | \$0.00        | \$0.00                    | \$2,000        |
| Schedule #9   | Supplies and Materials (6300)                  | 6300                     | \$0.00          | \$0.00        | \$0.00                    | \$0.00         |
| Schedule #10  | Other Operating Costs (6400)                   | 6400                     | \$0.00          | \$0.00        | \$0.00                    | \$0.00         |
| Schedule #11  | Capital Outlay (6600)                          | 6600                     | \$0.00          | \$0.00        | \$0.00                    | \$0.00         |
| Grand total of budgeted costs (add all entries in each column): |  |                          | <b>\$10,000</b> | <b>\$0.00</b> | <b>\$10,000</b>           | <b>\$2,000</b> |

**Administrative Cost Calculation**

|  |          |
|--|----------|
| Enter the total grant amount requested:  | \$10,000 |
| Percentage limit on administrative costs established for the program (5%):   | × .05    |
| Multiply and round down to the nearest whole dollar. Enter the result.<br>This is the maximum amount allowable for administrative costs, including indirect costs: | \$500    |

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**Schedule #7—Payroll Costs (6100)**

| County-district number or vendor ID: 108909   |  |                                   | Amendment # (for amendments only):                        |  |                             |               |
|---|--|-----------------------------------|---|--|-----------------------------|---------------|
| Employee Position Title   |  |                                   | Estimated<br># of<br>Positions<br>100%<br>Grant<br>Funded | Estimated<br># of<br>Positions<br><100%<br>Grant<br>Funded | Grant<br>Amount<br>Budgeted | Match         |
| <b>Academic/Instructional</b>   |  |                                   |   |  |                             |               |
| 1   |  |                                   |   |  |                             |               |
| 2   | Educational aide   |                                   |   |  | \$0                         | \$0           |
| 3   | Tutor  |                                   |   |  | \$0                         | \$0           |
| <b>Program Management and Administration</b>  |  |                                   |   |  |                             |               |
| 4   | Project director   |                                   |   |  | \$0                         | \$0           |
| 5   | Project coordinator  |                                   |   |  | \$0                         | \$0           |
| 6   | Teacher facilitator  |                                   |   |  | \$0                         | \$0           |
| 7   | Teacher supervisor   |                                   |   |  | \$0                         | \$0           |
| 8   | Secretary/administrative assistant   |                                   |   |  | \$0                         | \$0           |
| 9   | Data entry clerk   |                                   |   |  | \$0                         | \$0           |
| 10  | Grant accountant/bookkeeper  |                                   |   |  | \$0                         | \$0           |
| 11  | Evaluator/evaluation specialist  |                                   |   |  | \$0                         | \$0           |
| <b>Auxiliary</b>  |  |                                   |   |  |                             |               |
| 12  | Counselor  |                                   |   |  | \$0                         | \$0           |
| 13  | Social worker  |                                   |   |  | \$0                         | \$0           |
| 14  | Community liaison/parent coordinator   |                                   |   |  | \$0                         | \$0           |
| <b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b> |  |                                   |   |  |                             |               |
| 15  |  |                                   |   |  |                             |               |
| 16  |  |                                   |   |  |                             |               |
| 17  |  |                                   |   |  |                             |               |
| 18  |  |                                   |   |  |                             |               |
| 19  |  |                                   |   |  |                             |               |
| 20  |  |                                   |   |  |                             |               |
| <b>Other Employee Positions</b>   |  |                                   |   |  |                             |               |
| 21  | Title  |                                   |   |  | \$                          | \$            |
| 22  | Title  |                                   |   |  | \$                          | \$            |
| 23  | Title  |                                   |   |  | \$                          | \$            |
| 24  | Subtotal employee costs:   |                                   |   |  | \$0.00                      | \$0.00        |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b>                                       |  |                                   |   |  |                             |               |
| 25  | 6112   | Substitute pay                    |   |  | \$0.00                      | \$0.00        |
| 26  | 6119   | Professional staff extra-duty pay |   |  | \$8,877                     | \$0.00        |
| 27  | 6121   | Support staff extra-duty pay      |   |  | \$0.00                      | \$0.00        |
| 28  | 6140   | Employee benefits                 |   |  | \$1,123                     | \$0.00        |
| 29  | 61XX   | Tuition remission (IHEs only)     |   |  | \$0.00                      | \$0.00        |
| 30  | Subtotal substitute, extra-duty, benefits costs  |                                   |   |  | \$10,000                    | \$0.00        |
| 31  | <b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b> |                                   |   |  | <b>\$10,000</b>             | <b>\$0.00</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| <b>Schedule #8—Professional and Contracted Services (6200)</b>   |   |                                    |                |
|--|---|------------------------------------|----------------|
| County-district number or vendor ID: 108909  |   | Amendment # (for amendments only): |                |
| <b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. |   |                                    |                |
| <b>Professional and Contracted Services Requiring Specific Approval</b>  |   |                                    |                |
| <b>Expense Item Description</b>  |   | <b>Grant Amount Budgeted</b>       | <b>Match</b>   |
| 6269   | Rental or lease of buildings, space in buildings, or land                       | \$0.00                             | \$0.00         |
|  | Specify purpose:  |                                    |                |
| <b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>   |   | <b>\$0.00</b>                      | <b>\$0.00</b>  |
| <b>Professional and Contracted Services</b>  |   |                                    |                |
| <b>#</b>   | <b>Description of Service and Purpose</b>                                       | <b>Grant Amount Budgeted</b>       | <b>Match</b>   |
| 1  | Contracted Services – Internship Partnership INKIND @ 20% Match of Total Budget | \$0.00                             | \$2,000        |
| 2  |   | \$                                 | \$             |
| 3  |   | \$                                 | \$             |
| 4  |   | \$                                 | \$             |
| 5  |   | \$                                 | \$             |
| 6  |   | \$                                 | \$             |
| 7  |   | \$                                 | \$             |
| 8  |   | \$                                 | \$             |
| 9  |   | \$                                 | \$             |
| 10   |   | \$                                 | \$             |
| 11   |   | \$                                 | \$             |
| 12   |   | \$                                 | \$             |
| 13   |   | \$                                 | \$             |
| 14   |   | \$                                 | \$             |
| <b>b. Subtotal of professional and contracted services:</b>  |   | <b>\$0.00</b>                      | <b>\$2,000</b> |
| <b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>   |   | <b>\$0.00</b>                      | <b>\$0.00</b>  |
| <b>(Sum of lines a, b, and c) Grand total</b>  |   | <b>\$0.00</b>                      | <b>\$2,000</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 108909

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

|                     |   | <b>Grant<br/>Amount<br/>Budgeted</b> | <b>Match</b>  |
|---------------------|---|--------------------------------------|---------------|
| 6300                | Total supplies and materials that do not require specific approval: | \$0.00                               | \$0.00        |
| <b>Grand total:</b> |   | <b>\$0.00</b>                        | <b>\$0.00</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| <b><u>Schedule #10—Other Operating Costs (6400)</u></b>     |   |   |               |
|---|---|---|---------------|
| County-District Number or Vendor ID: 108909                 |   | Amendment number (for amendments only): |               |
| <b>Expense Item Description</b>                             |   | <b>Grant Amount Budgeted</b>            | <b>Match</b>  |
| 6413  | Stipends for non-employees other than those included in 6419                | \$                                      | \$            |
| 6419  | Non-employee costs for conferences. Requires pre-authorization in writing.  | \$                                      | \$            |
| Subtotal other operating costs requiring specific approval: |   | \$                                      | \$            |
|   | Remaining 6400—Other operating costs that do not require specific approval: | \$                                      | \$            |
| <b>Grand total:</b>   |   | <b>\$0.00</b>                           | <b>\$0.00</b> |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| <b>Schedule #11—Capital Outlay (6600)</b>   |                         |          |   |                       |               |
|---|-------------------------|----------|---|-----------------------|---------------|
| County-District Number or Vendor ID: 108909   |                         |          | Amendment number (for amendments only): |                       |               |
| #   | Description and Purpose | Quantity | Unit Cost                               | Grant Amount Budgeted | Match         |
| <b>6669—Library Books and Media (capitalized and controlled by library)</b>   |                         |          |   |                       |               |
| 1   |                         | N/A      | N/A                                     | \$                    | \$            |
| <b>66XX—Computing Devices, capitalized</b>  |                         |          |   |                       |               |
| 2   |                         |          | \$                                      | \$                    | \$            |
| 3   |                         |          | \$                                      | \$                    | \$            |
| 4   |                         |          | \$                                      | \$                    | \$            |
| 5   |                         |          | \$                                      | \$                    | \$            |
| 6   |                         |          | \$                                      | \$                    | \$            |
| 7   |                         |          | \$                                      | \$                    | \$            |
| 8   |                         |          | \$                                      | \$                    | \$            |
| 9   |                         |          | \$                                      | \$                    | \$            |
| 10  |                         |          | \$                                      | \$                    | \$            |
| 11  |                         |          | \$                                      | \$                    | \$            |
| <b>66XX—Software, capitalized</b>   |                         |          |   |                       |               |
| 12  |                         |          | \$                                      | \$                    | \$            |
| 13  |                         |          | \$                                      | \$                    | \$            |
| 14  |                         |          | \$                                      | \$                    | \$            |
| 15  |                         |          | \$                                      | \$                    | \$            |
| 16  |                         |          | \$                                      | \$                    | \$            |
| 17  |                         |          | \$                                      | \$                    | \$            |
| 18  |                         |          | \$                                      | \$                    | \$            |
| <b>66XX—Equipment, furniture, or vehicles</b>   |                         |          |   |                       |               |
| 19  |                         |          | \$                                      | \$                    | \$            |
| 20  |                         |          | \$                                      | \$                    | \$            |
| 21  |                         |          | \$                                      | \$                    | \$            |
| 22  |                         |          | \$                                      | \$                    | \$            |
| 23  |                         |          | \$                                      | \$                    | \$            |
| 24  |                         |          | \$                                      | \$                    | \$            |
| 25  |                         |          | \$                                      | \$                    | \$            |
| 26  |                         |          | \$                                      | \$                    | \$            |
| 27  |                         |          | \$                                      | \$                    | \$            |
| 28  |                         |          | \$                                      | \$                    | \$            |
| <b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b> |                         |          |   |                       |               |
| 29  |                         |          |   | \$0.00                | \$0.00        |
| <b>Grand total:</b>   |                         |          |   | <b>\$0.00</b>         | <b>\$0.00</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category                 | Student Number | Student Percentage | Comment |
|----------------------------------|----------------|--------------------|---------|
| Economically disadvantaged       | 4,250          | 100%               |         |
| Limited English proficient (LEP) | 861            | 20.3%              |         |
| Attendance rate                  | NA             | N/A%               |         |
| Annual dropout rate (Gr 9-12)    | NA             | N/A%               |         |
| Teacher Category                 | Teacher Number | Teacher Percentage | Comment |
| 1-5 Years Exp.                   | 497.7          | 24.2%              |         |
| 6-10 Years Exp.                  | 568.7          | 27.6%              |         |
| 11-20 Years Exp.                 | 579.7          | 28.2%              |         |
| 20+ Years Exp.                   | 290.8          | 14.1%              |         |
| No degree                        | 32.9           | 1.6%               |         |
| Bachelor's Degree                | 1679.6         | 81.6%              |         |
| Master's Degree                  | 338.8          | 16.5%              |         |
| Doctorate                        | 8.0            | 0.4%               |         |

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10    | 11    | 12    | Total |
|----|---|---|---|---|---|---|---|---|---|-----|-------|-------|-------|-------|
| 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 433 | 1,016 | 1,439 | 1,362 | 4,250 |

**Teachers**

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  | Total |
|----|---|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
| 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 137 | 138 | 147 | 170 | 593   |

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for the submission of the 2017-2018 Perkins Reserve Grant, the district analyzed the needs of Pharr-San Juan-Alamo Independent School District (PSJA ISD) Early College High Schools (ECHS) and the Career and Technical Education (STE) Program. The needs assessment included reviewing: current instructional programs, technology and strategies that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the college-credit bearing courses and preparatory/college readiness courses currently available. Additionally, a thorough analysis of current CTE career cluster courses were reviewed to determine if courses are meeting the high demand occupational need in the Lower Rio Grande area.

The following is a description of the process and activities that the district utilized to conduct the campus needs assessment and to analyze the data.

**Need Assessment:** In conducting the needs assessment, the CTE campus staff -in collaboration with Industry Partners and STC- collected and reviewed the following data:

- PEIMS Demographic data
- CTE Programs with high percentages of CTE Students
- Number of CTE Students as CTE concentrators – Percentage of population (grades 9-12)
- Potential students for enrollment
- CTE Teachers' credentials / Instructor Certifications
- Availability of existing and needed equipment
- Current MOU STC Dual Credit Program
- Pathways: Endorsements available / offered
- Quality / dependability of partners and vendors
- Lower Rio Grande Valley job Market occupations
- High Demand / High Wage Jobs
- Number of students testing off campus

The **Grant Assessment Team** reviewed each of these areas and compared the campus and state data in order to identify which areas required improvement.

The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. Stakeholders included: Superintendent, Asst. Administrator for High Schools, Campus Principal, and the Career and Technical Education Director. In all, a total of three (3) planning meetings were held in the course of a 2 week period. During these meetings, gaps, barriers, and weaknesses were identified and key initiatives (i.e. priority, or mandatory requirements) that support prioritization were applied. Since a significant gap was identified in the number of at-risk and historically underrepresented students which directly impacts the campus' graduation rate, the district chose to implement a new opportunity to earn a meaningful postsecondary course credit and career program that will lead to an opportunity in high demand occupations in the **Medical Records & Health Information Technicians "Healthcare Industry Cluster"**. The new cluster course **Electronic Health Records Specialist** will be offered to all PSJA ISD students who are enrolled at any of our eight Early College High Schools campuses.

Our goal was to provide our growing number of CTE students with access to certifications and qualifications that develop their skills and knowledge. We need to (1) establish student performance baselines using testing scores, (2) Make informed curriculum decisions and create data-driven intervention strategies, and (3) Strengthen advising programs using testing results data. Students need a familiar environment and a place to check off a major part of the college application process (ACT/SAT TSI etc..) We need to build their confidence in their knowledge and ability to improve. They can receive personalized information about financial aid, scholarships and future college and career decisions based on their strengths and interests. We can provide information to identify college admissions and scholarship opportunities, and acquire Industry certifications online.

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By TEA staff person:

| County-district number or vendor ID: 108909   |  | Amendment # (for amendments only):  |
|---|--|---|
| <b>Part 2: Alignment with Grant Goals and Objectives.</b> List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. |  |   |
| #   | Identified Need  | How Implemented Grant Program Would Address   |
| 1.  | Increase Teacher Quality – recruitment and retention of highly skilled and certified instructors in high demand/wage and high need occupations | Recruitment and retention of highly qualified teachers through job fairs for highly qualified teachers.   |
| 2.  | Train Teachers for licensure in Electronic Health Records Specialist   | Teachers will attend 180 hours of trainings to become certified instructors using updated CPT updates and textbooks<br>Train teachers on role of tracking, support and advisement<br>Purchase of textbooks and CPT updates  |
| 3.  | Increase students' participation in high wage, high demand, industry occupations   | Recruitment and enrollment of students in CTE dual credit courses in high demand occupations in key regional industry clusters at South Texas College course to completion of 20 credit hours leading to economic mobility. |
| 4.  | Strengthen partnership relationships   | Work with Educational and Healthcare partners to improve relations that build capacity of staff and students for more successful outcomes. Students will become employed or will continue towards an Associate's Degree.    |

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**Schedule #14—Management Plan**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Title  | Desired Qualifications, Experience, Certifications   |
|----|--|--|
| 1. | Superintendent                                     | <b>Superintendent</b> holds a doctorate in Educational Leadership and has 42 years of educational experience. He is responsible for monitoring, compliance and meeting grant objectives.   |
| 2. | Assistant Superintendent of Finance                | <b>Assistant Superintendent of Finance</b> is responsible for budget expenditures in relation to grant requirements.   |
| 3. | Career and Technical Education Director            | <b>Director for the Career &amp; Technical Education (CTE)</b> Master's Degree in Educational Administration and has 25 years of education experience and 10 years as CTE Director. The CTE Director will provide the assistance in ensuring the grant is implemented under goals, objectives, and milestones as per grant guidelines. |
| 4. | Career and Technical Education Pathway Coordinator | <b>Coordinator</b> holds an administrative principal's certification, 23 years of educational experience and 6 years in Career and Technical Education as a coordinator.   |
| 5. | External Evaluator                                 | <b>External Evaluator</b> , an experienced professional will be contracted to evaluate and collect qualitative and quantitative data for systemic evaluation of all project components. The consultant will be responsible for evaluating grant objectives to ensure compliance and fidelity of the program.                           |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Objective               | Milestone  | Begin Activity | End Activity |
|----|-------------------------|--|----------------|--------------|
| 1. | Planning Implementation | 1. Recruitment and retention of teachers                       | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 2. Training and certification of teachers                      | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 3.   | XX/XX/XXXX     | XX/XX/XXXX   |
| 2. | Students                | 1. Increase number of students receiving support               | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 2. Increase number of students testing                         | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 3. Training that leads to internships                          | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 4. Number of students employed in industry occupations         | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 5.   | XX/XX/XXXX     | XX/XX/XXXX   |
| 3. | Partners                | 1. Strengthening linkages between secondary and post-secondary | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 2. Strengthening partnerships in business and industry         | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 3. Creating an intern with partners                            | XX/XX/XXXX     | XX/XX/XXXX   |
| 4. |                         | 1.   | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 2.   |                |              |
|    |                         | 3.   |                |              |
|    |                         | 4.   | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                         | 5.   | XX/XX/XXXX     | XX/XX/XXXX   |

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PSJA ISD's dual enrollment program has highly qualified instructors that will work closely with STC Health and Medical Administrative Services – Allied Health program chair to assure that quality instruction is occurring and that the goals and objectives are being met. Our instructors follow an STC syllabus that follows a timeline and a scope and sequence. The instructor monitors and assures that all the objectives of the course are followed and met. PSJA ISD's instructors administer formative and summative evaluations and utilize both curriculum and performance tests to make sure that learning is occurring. PSJA ISD requires our instructors to send out a report card every six weeks, and our instructors must post a minimum of ten grades per six weeks on our district's parent access website. This provides our students and parents to have an up to date grade status. If a student is not passing by the college drop date, the student has a teacher conference to be advised on whether they should stay in the class or drop out. PSJA ISD advising views dropping a course as a last option and only in extreme cases when the student will more than likely not be able to pass the course. The evaluation team will meet the instructor and program staff to establish data collection methods and to assist with data analysis and project reports. Results of the evaluation will be used to refine, improve and strengthen the program and to refine performance measures to accurately assess program effectiveness in meeting state goals and objectives. The instructors will communicate with PSJA ISD campus administration throughout the project period to ensure the planning, implementation, and achievement of all TEA milestones are being met in order to evaluate the progress toward attainment. The CTE Department currently has an Advisory Committee that includes the CTE Management team and other local representatives (teachers, administrators, staff, students, parents, and community stakeholders) to ensure all CTE projects are successful. The Advisory Committee will support the Project's Management Team and be made aware of the Project's status on a quarterly basis ensuring success throughout grant implementation and will assist with providing ideas and resources for sustainability of the project after the grant terminates.

In order to solicit feedback and continuously monitor the attainment of goals and objectives, the CTE Pathways Coordinator (CTE PC) will track each milestone according to the proposed timelines to ensure the project is on target. A monthly report will be created by the CTE PC identifying the status of each milestone, outstanding practices, and possible challenges. Each challenge will include recommended strategies. The reports will be presented to the Management Team on a monthly basis for review to ensure the attainment of project goals and objectives. Additional relevant data will be reviewed to revise district goals and objectives and meet newly identified needs within the Project. Results will be shared with all stakeholders and invested entities, along with a formal public notice of availability to the community. Parents and students will be notified of changes via English and Spanish notices. Staff will be provided notices via email. Members of the community will be notified through school marquee and district website.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PSJA ISD currently has district-wide dual credit programs. Receiving this grant will allow us to identify and certify instructors that can provide course curriculum to students at rigorous levels. In order for students to complete the courses and receive the support they require, we have certified professionals at all levels. We train and certify through our higher education partner. Teacher must complete certification and become certified instructors can to provide adequate services to ensure that our students remain committed to their chose program. There will be intentional outreach sessions to all parties involved including a beginning of year orientation for teachers, parents and students. Additionally, a CTE Pathways Coordinator will be assigned to the program to recruit, track, support and retain the teachers and students on their pathways. The coordinator will also track the process for ensuring that the required data elements are collected, evaluated, and submitted in a timely fashion and in compliance with grant funding, the instructor will effectively communicate to all invested project personnel the program updates and program effectiveness. We are empowering students and teachers to explore a wide range of high-skill, high-wage, and high-demand professions. CTE is investing in the future economic prosperity of its students and the community at large.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Evaluation Method/Process  | Associated Indicator of Accomplishment |  |
|----|--|--|--|
| 1. | A <b>Formative Evaluation</b> will be implemented to assess ongoing project activities and milestones to determine effectiveness. This includes:               | 1.                                     | A Process Evaluation aligned to the program calendar   |
|    |  | 2.                                     | Verification of program calendar for Spring, Summer, Fall 2018   |
|    |  | 3.                                     | Improvement of current program practices   |
| 2. | A <b>Process Evaluation</b> will be implemented to assess whether the project is being conducted as planned. Two process evaluation sessions will be conducted | 1.                                     | Verification of program alignment practices for Spring and Fall 2018   |
|    |  | 2.                                     | Verification of Spring 2018 terms are conducted as planned.  |
| 3. | A <b>Progress Evaluation</b> will be implemented to assess progress in meeting the goals of the program and the project  | 1.                                     | Verification of output activities and participants for Spring, Fall, 2018 terms. It will assess progress in meeting the goals of the program and the project |
|    |  | 2.                                     | Collection of information to learn whether or not the benchmarks are met and to point out unexpected developments. Written reports                           |
| 4. | A <b>Summative Evaluation</b> will be implemented to assess project's success in reaching its stated goals   | 1.                                     | Comparisons between Spring and Fall Project implementation to assess the quality and impact of the fully implemented project.                                |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data that will be collected will include the following:

- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental engagement documentation
- Student and teachers accessibility to resources
- Test scores and Item Analysis reports
- TAPR reports
- Teacher and staff experience
- CTE Pathway Coordinator interviews
- Quality / dependability of partners
- Students' course assessments (Instructors and courses)
- Students' internship experiences
- Course syllabus
- Number of students testing in new center
- Student graduation/completion/credit
- Number of Certification/license

Reports will be provided that show their teacher and student progress towards meeting the benchmarks of the program.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The district met with key stakeholders to review the results of the needs assessment to determine how best to prioritize the campus' needs. Stakeholders included: Superintendent, Asst. Administrator for High Schools, Campus Principal, and the Career and Technical Education Director. A total of three (3) planning meetings were held in the course of a 2 week period. During these meetings, gaps, barriers, and weaknesses were identified and key initiatives (i.e. priority, or mandatory requirements) that support prioritization were applied. A significant gap was identified in the number of at-risk and underrepresented students, directly affecting the campus' graduation rate. The district chose to implement a new opportunity to earn a meaningful postsecondary course credit and career program that will lead to an opportunity in a high demand occupation.

Health care reform has made the role of health records management careers more prominent. The U.S. Department of Labor expects a 15% increase in employment of medical records and health information technicians through 2024, with \$35,900 in median pay (U.S. Bureau of Labor Statistics). According to the Texas Work Force Commission's 2016 *Target Occupation List of the Lower Rio Grande Valley*, a **Medical Records and Health Information Technician** had 530 jobs (positions) available in 2014 and by the year 2024 it is projected to increase to 731 jobs, projecting a 37% growth rate in this area. Thereby predicting that in the Healthcare industry, there is still a high demand and the need continues to rise. As a result of this analysis, PSJA ISD assessed our current CTE programs to meet this high demand need. It was determined that under the umbrella of a Medical Coding and Health Information Technician, PSJA ISD could offer a course to earn a certificate as an **Electronic Health Records Specialist**.

Our goal was to understand how to attract at-risk students to pursue a career in healthcare high demand jobs. We reviewed current MOU with STC to ensure that all college credit course hours earned by PSJA's students will be applicable for dual credit and for earning an Associate Degree. Our needs assessment also contemplated the goal for students to complete an Associate Degree within two to three years of graduating from high school. Typically, a Medical Coding Specialist is the preferred program to pursue to attain an Associate's Degree, however it requires 38 college credit hours, which could prove difficult to complete for a typical high school student in two years while still in high school. Therefore, PSJA ISD Career and Technology Education Program (CTE) will offer under HB5, a Public Service pathway that provides a sequence of courses to earn a certificate as an **Electronic Health Records Specialist**.

The Electronic Health Records course will prepare the students for an entry-level position preparing them with the knowledge and skills required to transition from a paper-based record to an electronic health record. A student will also learn the basic functions and the use of the technology for the Electronic Health Record (EHR) process. As our health care providers start moving from paper records to electronic health records, an EHR will be a high demand position. The EHR will allow a health care provider to use information more effectively to improve the quality and efficiency of a patient's care. Students who pursue a career as an Electronic Health Specialist will also be knowledgeable in the privacy protection and security safeguard laws that apply to working with private health information.

It was also determined that the grant funding in **Focus 3** will support additional training for a PSJA ISD's CTE Instructor to be a licensed testing site instructor in **Electronic Health Records Specialist Certificates**. Increasing our pool of newly, trained teachers will allow our school district to administer industry certification exams to students at the end of their program of study. All students who will have an industry-trained teacher will be better equipped to pass an industry certification, thus, leading to a higher student graduation rate and career readiness.

Our goal was to provide our growing number of CTE students with access to certifications and qualifications that develop their skills and knowledge. We need to (1) establish student performance baselines using testing scores, (2) Make informed curriculum decisions and create data-driven intervention strategies, and (3) Strengthen advising programs using testing results data. Students need a familiar environment and a place to complete the college application process (ACT/SAT TSI etc.) Students can receive personalized information about financial aid, scholarships and future college and career decisions based on their strengths and interests. We can provide information to identify college admissions and scholarship opportunities, and acquire Industry certifications online.

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Currently, there are approximately 3,000 high school students enrolled in college courses this fall through dual and concurrent enrollment program, and according to the Carl D. Perkins – Title I, Part C code 2, over 4,000 students are CTE concentrators.

### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

A medical records and health information technician organizes and manages health information data. They ensure that the information maintains its quality, accuracy, accessibility and security in both paper and electronic systems. A Health information technician typically needs a postsecondary certificate to enter the occupation, although in some instances, one may need an Associate's Degree. **In all entry requirements, a certification is required.**

PSJA ISD's CTE Department will have a highly qualified and certified instructor that will prepare our students to develop their technical knowledge and skills, implementing a rigorous medical course crosswalk that aligns to courses offered at **South Texas College (STC)** in the Health and Medical Administrative field. **The Electronic Health Record Specialist Certificate** course will prepare the students for an entry-level position preparing them with the knowledge and skills required to transition from a paper-based record to an electronic health record. A student will also learn the basic functions and the use of the technology for the Electronic Health Record (EHR) process.

According to the U.S Bureau of Labor Statistics, the increasing adaptation and use of EHRs continue to change the job responsibilities of health information technicians. Therefore, technicians will need to be familiar with, or be able to learn, EHR computer software, follow EHR security and privacy practices, and analyze electronic data to improve healthcare information, as more health care providers and hospitals adopt the EHR system. All PSJA ISD students who pursue a career as an Electronic Health Record Specialist will be knowledgeable in the privacy protection and security safeguard laws that apply to working with health information, including the Health Insurance Portability and Accounting Act (HIPPA).

The **Electronic Health Records Specialist** course is a 2-year (20 credit hour) program that will prepare the students for entry-level positions. As an incoming ninth grader, students will enroll in an introductory course that applies the *Principles of Health Science*. Tenth graders will be required to take *Health Science Theory*. As an eleventh grader, the dual credit courses will be in full force offering a *Medical Terminology* (HITT 1305) course in the Fall and *Health Data Content & Structure* (HITT 1301) in the Spring. Finally, as a senior, a student is required to enroll in a 3-hour credit course: *A Practicum in Health Science: Coding & Classification Systems* (HITT 1341), *Legal & Ethical Aspects of Health* (HITT1253), *Medical Admin Support* (POFM 137) in the Fall and *Health Information Systems* (HITT1211), *Current Procedural Term Coding* (HITT 2371), and a *Capstone Practicum* in the Spring. To earn the Electronic Health Records Specialist Certificate a student must meet all high school graduation requirements and complete all college coursework (see Certificate Plan Crosswalk – Requirement 3 below). These courses will allow our students to receive hands-on training that will enable them to enter, edit, update, and retrieve patient, physician, and insurance information. Upon completion of certification, PSJA ISD students will be eligible to participate for the national examination that qualifies them for a certificate as a Certified Coding Specialist (CCS), Certified Coding Associate (CCA), or Certified Coding Specialist-Physician-based (CCS-P). All these are certificates that can lead to a high demand marketable job position giving our students a competitive advantage in their field and providing them with an open door for more job opportunities, higher pay and job security. To ensure that our students remain committed to the EHR program. There will be intentional outreach sessions to all parties involved including a beginning of year orientation for parents and students. All students declaring to enroll in the EHR program will sign a letter of commitment and be provided a course graduation plan endorsing their Public Services Pathway. Additionally, a CTE Pathways Coordinator will be assigned to the EHR program to recruit, track, support, and retain the students on their pathway. The CTE Coordinator will also provide additional support for our teachers and students. The Coordinator will also be responsible for ensuring that the required data elements are collected, evaluated, and submitted in a timely fashion and in compliance with grant funding, the instructor will effectively communicate to all invested project personnel the program updates and program effectiveness.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**"Electronic Health Record Specialist Certificate"**  
**Certificate Plan Crosswalk**

| Gr   | Semester: | South Texas College Course:                 | College Credit Hours: | PSJA ISD High School Course:             | College Credit Hours: | Minimum Contact Hours:                           |
|------|-----------|---|-----------------------|--|-----------------------|--|
| 9th  | Fall      |   |                       | Principles of Health Science<br>13020200 | 0.5                   | 45 minutes daily or 90 minute blocks A or B days |
|      | Spring    |   |                       |  | 0.5                   | 45 minutes daily or 90 minute blocks A or B days |
| 10th | Fall      |   |                       | Health Science Theory<br>130400          | 0.5                   | 45 minutes daily or 90 minute blocks A or B days |
|      | Spring    |   |                       |  | 0.5                   | 45 minutes daily or 90 minute blocks A or B days |
| 11th | Fall      | HITT 1305 Medical Terminology I             | 3.0                   | Medical Terminology<br>1302300           | 1.0                   | 45 minutes daily or 90 minute blocks A or B days |
|      | Spring    | HITT 1301 Health Data Content & Structure   | 3.0                   | Health Informatics<br>13020960           | 1.0                   | 45 minutes daily or 90 minute blocks A or B days |
| 12th | Spring    | HITT 1341 Coding & Classification Systems   | 3.0                   | Practicum in Health Science<br>13020500  | 3.0                   | 180 minute block every day                       |
|      |           | HITT 1253 Legal & Ethical Aspects of Health | 2.0                   |  |                       |  |
|      |           | PFM 1317 Medical Admin. Support             | 3.0                   |  |                       |  |
|      | Fall      | HITT 1211 Health Information Systems        | 2.0                   |  |                       |  |
|      |           | HITT 2371 Current Procedural Term Coding    | 3.0                   |  |                       |  |
|      |           | HITT 1167 Capstone - Practicum              | 1.0                   |  |                       |  |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

PSJA ISD has a long-standing relationship with **South Texas College (STC)** in providing distance learning and dual enrollment courses. PSJA ISD's Early College High Schools (ECHS) have an existing Memorandum of Understanding (MOU) with South Texas College (STC) as the Institution of Higher Education (IHE) that provides college-level courses for its Early College High School students. PSJA ISD's existing MOU with STC includes joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions. The MOU addresses topics including the location of courses; the allocation of costs for tuition, fees, textbooks, and student transportation; joint decision-making procedures; and provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

Upon funding, PSJA ISD and the PSJA High School campus would be able to provide a high quality ECHS with approved Public Service endorsements including *Electronic Health Records Specialist Certificate*. This endorsement has previously been approved through the existing Memorandum of Understanding (MOU) with South Texas College (STC). Through this MOU, joint decision-making procedures have already been established that allow for the planning and implementation of a coherent program across both institutions. PSJA ISD will submit the Memorandum of Understanding (MOU) detailing the relationship between the STC partner, the PSJA ISD and Doctor's Hospital at Renaissance (DHR).

Specifically, the MOU states that STC and PSJA Early College High School will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours towards a baccalaureate degree during grades 9-12. South Texas College will give credit for courses taken for dual credit under the Dual Enrollment Courses Agreements which have been approved with primary emphasis on the Core Curriculum requirements for all Associate of Arts degrees. At the start of a student's 9th grade year of high school, the student will receive an academic degree plan upon the completion of a career and program of study interest inventory. During a student's senior year, or after completion of the core curriculum, courses for field of study programs can be completed according to STC's suggestion of course sequencing. Such courses will be evaluated and approved through the official college curriculum approval process and will be taught at the college-level.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

PSJA ISD seniors will pursue a certification as an Electronic Health Records (EHR) Specialist and will have an opportunity to work for one of our leading hospitals, **Doctor's Hospital at Renaissance (DHR)**. The Doctor's Hospital at Renaissance (DHR) will serve as one of the private sector implementation partners for the EHR program. DHR leads many public health initiatives, which include the UTRGV Medical School Residency Program and PSJA ISD's school based clinic system. Currently, DHR has invested over \$1 million dollars over ten years as in INKIND funds to PSJA ISD's Nursing Education Pipeline which includes a Nursing Lab with equipment, and a student pathway into health professions. Through PSJA ISD's existing partnership program, high school students are able to take college courses that can be applied to their associate degree in nursing upon high school graduation. Therefore, DHR will continue their investment supporting our **Health Information Technology Associate of Applied Science pathway**.

This partnership is a great opportunity that builds on PSJA's district-wide scale up of early college models, STC's leadership in dual enrollment and early college programs, and DHR's innovation and leadership in developing opportunities for education, training, and advancement of health career professionals. PSJA ISD is grateful to have opportunities to work with such innovative partners such as DHR to advance healthcare, educational opportunities, and high wage career paths in the Rio Grande Valley. Preparing students for high-wage, high-skill meaningful careers in **Health and Medical Administrative Services** provides a pathway for social mobility and regional prosperity for South Texas families. Innovative partnerships and collaborative initiatives with leaders like STC and DHR makes it possible for PSJA ISD to fulfill its commitment to improve the quality of life for all South Texans.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Pharr-San Juan-Alamo Independent School District's (PSJA ISD) mission is to provide comprehensive, quality instructional programs that help connect every student to college and/or the career of their choice. The district's Board of Trustees have worked together the last eight years to prioritize resources to support our students with applied learning opportunities to better themselves and earn postsecondary course credit prior to high school graduation.

PSJA ISD has rapidly become a state and national leader in creating more academic opportunities for all students and is focused on graduating all students College Ready, College Connected and College Complete. It includes a model for dropout prevention strategies and has a very successful Early College program, with eight high schools designated as Early College and approximately 3,000 High School students enrolled in college courses this fall through dual and concurrent enrollment program.

The sustainability plan consists of integrating the experiences of the Perkins Reserve Grants **Electronic Health Records (EHR) Specialist** certificate program into the school district's Career and Technical Education (CTE) department functions. The CTE's Pathways Coordinator will be an integral part of the aforementioned department. The Superintendent has taken this decision since PSJA's CTE has a strong record of developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas. Currently CTE's has a **Business and Community Engagement Coordinator** that has secured –through several Industry Partners- student internships, practicums, school-based enterprises, and apprenticeships, that have provided the advantage and experience for our students to advance into career programs that lead them to high-demand occupations.

In order to provide our growing number of CTE students with access to certifications and qualifications that develop their skills and knowledge, the funding provided by the grant will enhance and robust the current CTE's focus and will provide the basis to **sustain and enhance the partnerships** developed through the EHR program and expand it to other career clusters. Our Industry partners have all signed **letters of commitment** and our school district **leaders have pledged towards the sustainability** of the EHR program project beyond the grant funding period.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

PSJA ISD will offer a workforce education program under the Endorsement of Public Services a Health Sciences and Occupations Level One certificate program designed to prepare students for a technical or professional field. It will be a rigorous dual credit 20 hour medical course crosswalk titled **Electronic Health Record (EHR) Specialist**. The EHR is aligned with the courses offered at South Texas College in the Health and Medical Administrative field. The EHR program will supplement CTE career cluster programs of study so that PSJA ISD CTE students have increased opportunities to acquire knowledge, skills, and abilities in programs of study that will provide a pathway to identified occupations that are both high demand and high wage. Students may enroll in the 3 courses required for Health Information Management (HIM) Coding Clerk (see figure below). Upon successful completion, students will be: 1). eligible to take Natinal Certification and 2). scaffold their course work as part of the EHR Specialist.

**STC Pathway: HIM Coding Clerk to Health Info Tech AAS**

Health Information Technology Associate of Applied Science (plus 26 SCH)

Eligible to test for a National Certification

---

Medical Coding Specialist Certificate or  
Medical Information/Transcription Specialist Certificate  
(+19 SCH) 38 hours

Eligible to test for a National Certification

---

**Electronic Health Record Specialist Certificate**

(+11 SCH) 20 hours

College Prep Academy

Eligible to test for a National Certification

---

HIM Coding Clerk (176 CH)

HITT 1305 Med Term 48: CH / 3 SCH

HITT 1301 Health Data Content & Structure: 64 CH / 3 SCH

HITT 1341 Coding & Classification Systems: 64 CH / 3 SCH

Integrated & Contextualized GED, Academic Success Skills,

HIM = Health Information Management, CH = contact hours, SCH = semester credit hours

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Awarding of a Perkins Reserve Grant will complement the existing CTE program because the CTE department has a strong record of developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas. All of PSJA ISD's CTE programs that are industry certification programs are listed as student capstone industry certifications aligned to a TEA-promoted program of study and is transferable to a postsecondary program as per the program guidelines. The CTE program prides itself in providing comprehensive instruction that aligns post-secondary education with curriculum pathways in various career concentrations. The department's highly qualified and certified instructors will prepare our students by developing their technical knowledge and skills, by implementing a rigorous medical course crosswalk that aligns to courses offered at South Texas College in the Health and Medical Administrative field. Upon completion of certification, students will be eligible to test for national certifications such as Certified Coding Specialist, Certified Coding Associate or Certified Coding Specialist-Physician-based. As a district, our goal is for students to complete an Associate's Degree within two to three years of graduating from high school and become high qualified applicants in high demand industry occupations. The grant funding will support the training of PSJA ISD's CTE Instructors to be licensed testing site highly qualified instructors in **Electronic Health Records Specialist Certificates**. Highly qualified and certified instructors will be better prepared to be able to deliver a rigorous and applicable curriculum necessary to prepare our students with the resources to compete in a 21<sup>st</sup> century business or industry.

Students will have access to identified pathways, the latest academic and technical knowledge and skills, and the use of a state of the art testing center that meets all of their testing needs. Students better opportunity to intern or become employed at one of our local partners Doctor's Hospital at Renaissance. As a district, our goal is for students to complete an Associate's Degree within two to three years of graduating from high school and become high qualified applicants in high demand industry occupations. PSJA ISD CTE students have increased opportunities to acquire knowledge, skills, and abilities in programs of study that will provide a pathway to identified occupations that are both high demand and high wage.

PSJA ISD has rapidly become a state and national leader in creating more academic opportunities for all students and is focused on graduating all students College Ready, College Connected and College Complete. By empowering students to explore a wide range of high-skill, high-wage, and high-demand professions, CTE is investing in the future economic prosperity of its students and the community at large.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 108909

Amendment number (for amendments only):

**No Barriers**

| #   | No Barriers   | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

**Barrier: Gender-Specific Bias**

| #   | Strategies for Gender-Specific Bias  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108909

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Gang-Related Activities**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108909

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Drug-Related Activities**

| #   | Strategies for Drug-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments                | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Hearing Impairments**

| #   | Strategies for Hearing Impairments  |                          |                          |                          |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Learning Disabilities**

| #   | Strategies for Learning Disabilities  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Other Physical Disabilities or Constraints**

| #   | Strategies for Other Physical Disabilities or Constraints  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Inaccessible Physical Structures**

| #   | Strategies for Inaccessible Physical Structures   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Absenteeism/Tuancy**

| #   | Strategies for Absenteeism/Tuancy  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: High Mobility Rates**

| #   | Strategies for High Mobility Rates                              | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Support from Parents**

| #   | Strategies for Lack of Support from Parents                   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Lack of Support from Parents (cont.)**

| #   | Strategies for Lack of Support from Parents   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Shortage of Qualified Personnel**

| #   | Strategies for Shortage of Qualified Personnel  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits                                     | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Transportation to Program Activities**

| #   | Strategies for Lack of Transportation   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Other Barriers**

| #   | Strategies for Other Barriers | Students                 | Teachers                 | Others                   |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |

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